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Review article

The process of guiding learning in universities. A perspective from the University of Pinar del Río

El proceso de orientación del aprendizaje en las universidades. Una mirada desde la Universidad de Pinar del Río

O processo de orientação da aprendizagem nas universidades. Uma perspectiva da Universidade de Pinar del Río

Mayúry González Regueira[1] 0000-0002-8577-7526 gonzalezregueiramayury@gmail.com
Tania Yakelyn Cala Peguero[1] 0000-0003-1172-9182 taniayakelyn@gmail.com

[1] University of Pinar del Río "Hermanos Saíz Montes de Oca". Cuba.

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ABSTRACT

In the context of the increasing complexity of higher education and the demand for autonomous professionals, this article characterizes the learning guidance process in the contemporary university, identifying its insufficient systemic integration as a central problem. Through a systematic review of theoretical and empirical literature, it is shown that guidance must transcend its traditional focus, limited to academic or professional aspects, to be conceived as a comprehensive and continuous process encompassing the student's personal, social, academic, and professional dimensions. The analysis highlights the leading and redefined role of the teacher, who, beyond the transmission of content, must act as a tutor and guide who facilitates autonomous learning, metacognition, and the development of transversal skills. It is concluded that effective guidance requires being articulated as a planned system within the institutional structure, with a preventive and evolutionary approach,

coherently integrated throughout the teaching-learning process to guarantee the training of professionals capable of responding flexibly and effectively to the demands of a heterogeneous and changing social environment.

Keywords: guidance; training; learning.

RESUMEN

En el contexto de la creciente complejidad de la educación superior y la exigencia de profesionales autónomos, este artículo caracteriza el proceso de orientación del aprendizaje en la universidad contemporánea, identificando su insuficiente integración sistémica como problemática central. Mediante una revisión sistemática de literatura teórica y empírica, se evidencia que la orientación debe trascender su enfoque tradicional, limitado a lo académico o laboral, para concebirse como un proceso integral y continuo que abarca las dimensiones personal, social, académica y profesional del estudiante. El análisis destaca el rol protagónico y redimensionado del docente, quien, más allá de la transmisión de contenidos, debe actuar como tutor y orientador que facilita el aprendizaje autónomo, la metacognición y el desarrollo de competencias transversales. Se concluye que la orientación efectiva requiere articularse como un sistema planificado dentro de la estructura institucional, con un enfoque preventivo y evolutivo, integrado de forma coherente en todo el proceso de enseñanza-aprendizaje para garantizar la formación de profesionales capaces de responder con flexibilidad y calidad a las demandas de un entorno social heterogéneo y cambiante.

Palabras claves orientación; formación; aprendizaje.

RESUMO

No contexto da crescente complexidade do ensino superior e da demanda por profissionais autônomos, este artigo caracteriza o processo de orientação pedagógica na universidade contemporânea, identificando sua insuficiente integração sistêmica como um problema central. Por meio de uma revisão sistemática da literatura teórica e empírica, demonstra-se que a orientação deve transcender seu foco tradicional, limitado a aspectos acadêmicos ou profissionais, para ser concebida como um processo abrangente e contínuo que englobe as dimensões pessoal, social, acadêmica e profissional do estudante. A análise destaca o papel de liderança e redefinido do

docente, que, além da transmissão de conteúdo, deve atuar como tutor e guia, facilitando a aprendizagem autônoma, a metacognição e o desenvolvimento de competências transversais. Conclui-se que a orientação eficaz requer ser articulada como um sistema planejado dentro da estrutura institucional, com uma abordagem preventiva e evolutiva, coerentemente integrada ao longo do processo de ensino-aprendizagem para garantir a formação de profissionais capazes de responder de forma flexível e eficaz às demandas de um ambiente social heterogêneo e em constante transformação.

Palavras-chave: orientação; formação; aprendizagem.

INTRODUCTION

The quality and level of education systems are increasing internationally. Curricula are becoming increasingly complex, especially in higher education. Consequently, the university of the 21st century demands the training of professionals capable of performing autonomously, competently, and flexibly in increasingly heterogeneous and changing environments.

This requirement explains why guidance is recognized as one of the essential actions that ensure a formative influence during the university experience.

In its evolution, guidance has been contextualized by different researchers, who have contributed foundations that constitute starting points for the development of guidance actions. The systematization of studies carried out by authors such as: Echeverría and Martínez (2021), Torrecilla-Sánchez et al. (2022), Allueva (2022), Vélaz-de-Medrano et al. (2023), Viñuela and Vidal (2023), González et al. (2024), Bertolín y Guevara (2025), emanate reflections that constitute core axes:

- Guidance is considered a helping relationship.
- Guidance is seen as a planned process, considering the need.
- The group provides the space for orientation.
- The class is recognized as the fundamental cell for orientation.
- The teacher is considered a mediator in that process.

The process of guiding learning in Cuban university education is directly related to the general aspiration of providing graduates with a well-rounded education (knowledge, skills, character, and

interpersonal skills) so that, in their professional practice, they can respond effectively to the complex and evolving challenges posed by social development, as well as the need for their continued professional development through postgraduate education. This process is particularly relevant in the Cuban context, where the improvement of Higher Education, with the implementation of Study Plan "E," and its design, currently in practice, has laid the conceptual foundations for its implementation, which includes the refinement of the broad-profile training model. Its essential characteristic is its in-depth foundational training. It aims to provide professionals with a solid foundation in the aspects that underpin all their professional practice, ensuring mastery of the necessary skills and approaches.

This foundational training enables graduates to continuously update their skills, which is essential in a world where knowledge is rapidly evolving. This ensures their relevance through a robust system of ongoing professional development and provides greater opportunities for success in various professional fields. Graduates of the Bachelor of Education program (Pedagogy-Psychology) receive a comprehensive education, preparing them to teach their respective disciplines in teacher training colleges and universities, as well as to advise and guide teachers at different educational levels.

This situation leads to the problem that learning guidance is insufficient and unsystematic, limiting the solution to problems inherent in professional practice. This allowed the research problem to be identified as: How to contribute to the improvement of learning guidance at the University of Pinar del Río? This question is investigated using theoretical methods, including the historical-logical and systemic-structural methods, among others, which are based on the dialectical-materialist method. This general method provided the essential and guiding focus of the research process, allowing for the analysis of the contradictions present in the problem and the determination of the relationships and dependencies between the elements involved in learning guidance.

Therefore, the objective of this article is to conduct a literature review, selecting theoretical and empirical studies on educational, university and learning guidance from various contexts that allow the characterization of the learning guidance process at the university.

DEVELOPMENT

Currently, there is a resurgence of interest in guidance within university learning processes (Delgado, 2020; Aties *et al.*, 2025), which presupposes that the university stage is a decisive moment in the life of a young student, during which a significant process of personal development and maturation takes place. At this stage, decisions are made that will transcend professional life, and the student faces new situations in both the personal and academic spheres.

A diversity of approaches to guidance is observed, including those that consider it associated with the world of work (Ramos & González, 2020; Medrano *et al.*, 2023), support for learning (Fitzemberger et al., 2020; Keshf & Khanum, 2021), while others view it as an integral process with a holistic vision encompassing personal, social, academic, and professional aspects that occurs throughout life (Bálsamo, 2023).

Consequently, Calviño (2000) himself recognizes as a fundamental objective of guidance that it facilitates decision-making related to a problem for which the person being guided lacks sufficient tools to solve it, and for which the counselor provides the necessary elements to resolve the problem. This undoubtedly has a special connotation when understanding the significance of this definition in this research, although it clearly goes beyond it and may seem reductionist in explicitly stating the existence of a particular situation. However, this should not be understood as the existence of a difficulty, especially when we start from a conception that recognizes the subject's potential and the conditions of the context as determining factors, in accordance with current demands. The role of the counselor is highlighted once again.

Guidance, as Bisquerra (1998) points out, is a continuous and systematic support process aimed at all individuals in all aspects of their lives, with a special emphasis on prevention and development (personal, professional, and social) that takes place throughout their lives, involving various educational and social agents. Guidance should foster the development of an individual's personality in all aspects with the aim of prevention and development, through educational and social intervention programs based on scientific and philosophical principles.

A look at each of the definitions presented by different authors reveals several points of convergence. They all agree that guidance is a process of support and improvement aimed at individuals with specific needs. It also involves intervening in processes that foster the holistic development of the

personality, not limited to a particular area or corrective actions, but primarily serving a preventative function that encompasses emotional, psychological, educational, social, and personal development, among others. Undoubtedly, it represents a much broader and more humanistic approach, one that is implemented within educational institutions.

The above refers to the importance of guidance at the university through the systematization of accurate guidance programs that help students face changes and advances that occur in society, in addition to paying attention to the issue of student retention at the university, providing them with a planned and organized institutionally attended support system.

This process should be aimed at providing university professors with the necessary tools to perform their guidance and tutorial role, and to meet the multiple and complex demands that their professional position currently entails Pérez (2021).

Ravelo and Bonilla (2022) highlight the relevance of developing learning situations based on the student's experiences in relation to the educational reality observed in their practice as a way to form affective experiences, values and attitudes that promote the appropriation of the content system of the profession

For this research, it is particularly significant to assert that university guidance should focus on the areas of learning, professional development, personal growth, and social interaction. While this author specifies that redefinition through characterization, advising, and evaluation is integrated into the professional training process across various university settings, it remains unclear how to implement this within the teaching and learning process itself.

Academic tutoring thus acquires an essential role in this new educational landscape, as observed by authors such as Nuñez (2021), where the tutor's role is redefined and conceived as accompanying the student, serving as a guide and advisor in their university training process, through various functions that transcend the purely academic. It has been found that the research experiences of Cuban authors in this field have led them, even if not all explicitly state it, to delve into the realm of educational guidance and even to explore their tasks as an essential part of the tutor's functions in universities.

This aligns with authors such as Rojas et al. (2022) who state that academic tutoring has become one of the most important and relevant topics in higher education in recent years, where university

faculty have had to redefine their teaching work, considering their tutorial management and more personalized attention to students, in order to guide, monitor and evaluate learning through the active participation of the student in the construction of knowledge.

In this sense, the orientation process in universities is fundamental to students' academic and personal success. By offering comprehensive support and necessary tools, it contributes to forming competent professionals and responsible citizens, prepared to face the challenges of the professional and social world. This underscores the need for our universities to have Orientation Services that meet the demands of society. It should be noted that this presupposes recognizing their role in providing support and guidance, as well as tutorial actions for students, and not only for them but also for the university as a whole, by fostering problem-solving with a sense of equality. It is the author's opinion that this approach places the student at the center of attention, going beyond simply recognizing their characteristics and their integration into the professional world.

There is recognition as a process associated with internationalization (academic and work mobility), in this sense it has information and guidance functions on vocational or professional aspects, in clear connection with the world of work, services directed to the academic area and other areas related to the university student and associated with their professional training, which includes actions before admission and after graduation; which provides psychological, clinical and therapeutic guidance, which provides individualized help in the resolution of personal problems and which fulfill the functions of information on studies, or address the academic problem that may arise.

It connects directly with the approaches of Woodcock et al. (2022), who point out that systematic reflection allows education professionals to reinterpret past experiences and build a stronger sense of competence.

An international perspective allows the author of this research to list the most frequent university guidance services in the European Union: tutorial actions, decentralized academic services (those in which each entity of the institution has its guidance service, with autonomy of organization and economic management), centralized services (they have a guide responsible for the service in the same institution), professional guidance and job placement services, welfare services, psychological consultation services, international relations offices, services for students with problems and disabilities and for special groups.

In universities in the United Kingdom, the United States, and Italy, the primary mission of these services is to assist students in decision-making by providing them with academic or career guidance. University guidance in Germany and France, on the other hand, consists of a centralized Guidance Service. Its function focuses on providing information about studies and career paths, understanding students' abilities and interests, addressing learning difficulties and personal problems, integrating students into university life, and facilitating their career integration.

In the European Higher Education Area, tutoring has become an important strategy that enriches and complements educational activity by introducing new ways of working based on the application of learning methodologies to energize the work carried out by students and thus contribute to the development of the skills they must acquire to enter the world of work after completing their training. This addresses the problems detected in university education related to absenteeism and academic failure, as well as the need to promote lifelong learning from a perspective that is not only corrective and preventive.

In this regard, the guidance services that the university must provide will be directed towards:

- Universities must establish standards to ensure quality in the teaching-learning process.
- Ensure resources are available to support students (appropriate and suitable for each training program)
- Consideration of the role of the teacher, who will not only be a transmitter of scientific content but also a facilitator of autonomous learning, a work guide and a companion as a fundamental part of the teaching activity.

In both contexts (American, European and Spanish) it is considered necessary that:

- Guidance is integrated as a planned system within the organizational structure of the institution.
- The institution should be considered a key factor in the guidance model, considering the factors that define it.
- Emphasis is placed on the evolutionary nature of the orientation process
- It should be developed within the university setting, considering the institution's capabilities.
- It moves from preventive to reactive (it starts in the classroom with academic and preventive intervention and ends in the specialized service, which requires a coordinated link structure

between classrooms, faculties and specialized services available on campus or in the community

- Curriculum guidance (training students in transversal skills useful in any context that incorporates aspects for academic, professional and personal self-guidance)

Within the context of the University of Pinar del Río, the guidance service is understood as creating a university structure that brings together psycho-pedagogical advisors and whose main function is to carry out the guidance process. Consequently, in line with current international trends and the most revolutionary ideas of Cuban pedagogy in terms of guidance and tutoring, advice and interventions on psycho-pedagogical guidance are offered to professors and students, contributing to the improvement of educational work and the fulfillment of the missions of the university community. It is designed to bring together a group of psycho-pedagogical advisors who, due to their training, possess sufficient preparation in psycho-pedagogical guidance to perform preventive and remedial functions. These advisors had to have a mastery of the psychological processes related to education, both from the psychic processes of people and the changes that occur in them as a result of their participation in educational processes, as well as the characteristics of the professional training process, in order to be able to investigate them and propose solutions to the various problems of those involved.

In fulfilling these aspirations, the following constitute essential components for the comprehensive training of the professional: academic, work-related – research and extension, which guarantee, with a systemic and interdisciplinary vision, the fulfillment of actions based on the objectives and the system of skills as part of the Professional Model of the career, which will allow them to face and solve the main problems in the school institutions in which they work.

Guidance is undoubtedly recognized as a process inherent to the role of teachers, which, beyond the areas of attention and function of conceiving it, recognizes the need for support from the role of the teacher, which has an implication for this research since it deals with professionals who not only train as such but also exercise the guidance function.

Guidance becomes a fundamental element in fostering students' personal development, self-awareness, and self-esteem; in compensating for social and cultural inequalities; in preparing students for integration into working life; and in aligning them with the needs and demands of today's society. Educational regulations establish student guidance as a means of providing personalized

socio-educational support to promote knowledge, skills, and values, thereby guaranteeing inclusion and educational support.

The recognition of the need to develop professional competencies that include knowledge, skills, personal attributes, and interpersonal skills is a result of the systematic diagnosis of each student's performance within the academic year group (Torres *et al.*, 2022). Similarly, according to Frutos *et al.* (2022), this training process should stimulate the continuous acquisition, structuring, and restructuring of content to contribute to the performance of the tasks and functions of the psychopedagogical profession.

The current conception of education is oriented towards "learning to learn" so that learning can continue throughout life. In a way, it can be said that guidance anticipated this conception when, from the mid-1910s onwards, it began to emphasize study methods and related topics (learning skills, learning to learn, learning strategies, etc.). This marked the beginning of what constitutes an important aspect that some identify with educational guidance or guidance in the teaching and learning processes.

In this sense, the purpose of the guidance process is to help students make responsible decisions about their academic life and establish synergies with their future careers. This process should lead students to a continuous process of reflection and critical analysis of each situation they encounter, enabling them to create new situations through metacognitive actions. This aligns with the quality and opportunities for lifelong learning and strengthens students' independent work in completing learning tasks.

Guidance is of great importance in educational processes that direct the modification of the standard curriculum, adapting it to the reality of each student. It serves as a channel for providing support and guidance in addressing learning and adaptation difficulties. All of these points are priorities in the educational field and in the developmental process of human beings and require the participation of a team of professionals to achieve the personal and social well-being of the student, thus creating suitable learning environments. This underscores the importance of comprehensive guidance intervention, a continuous process between both the school and work contexts (Isasa & Carbajal, 2020).

This stance redefines the intentionality of guidance in this process by promoting self-determination, autonomy, academic independence, and is viewed from the areas of comprehensive student

development previously outlined, as it posits that guidance in the teaching learning process is a process of support that guides and leads the student during their activity of appropriating and mastering the content in accordance with their professional mode of action.

Thus, guidance cannot be seen merely as a function of the teacher or as a moment within the class, but as a process in itself that permeates the entire teaching and learning process in particular and education in general. Learning processes lead to a vision where teachers, as professionals, implement activities that guarantee the creative appropriation of culture by their students; activities that foster the mastery of ways of thinking, feeling, and acting that allow them to understand objective and subjective reality and intervene to transform it; activities that enhance the life experiences involved in the formation of feelings, attitudes, norms, and values in accordance with the ideal of the human being pursued by society and in harmony with the needs and particularities of individuals; in short, activities that constitute a source for generating learning mediated by metacognition and reflection.

A look at how academic training takes place allows us to recognize the teacher's role as a mediator (Atanasio & Miralrío, 2021) and the student's autonomy, independence, and self-reflection (Vitale *et al.*, 2020). The ways in which guidance is implemented within the academic component are primarily through support programs, such as tutoring and training. In this sense, guidance helps students adapt to a more complex academic environment, facilitating their learning and improving their academic performance. This approach focuses not only on academics but also on personal and professional development, promoting students' emotional well-being, autonomy, and self-efficacy, and providing them with tools to manage their learning and personal growth.

The above allows us to understand that the role of the teacher is recognized, but they are not always seen as the guide in the first instance, even though research corroborates that guidance is the teacher's function; however, it is not clear in its full scope how to carry out this process within the teaching-learning process.

From this new perspective, the university professor is no longer merely a transmitter of knowledge but dedicates a significant portion of their teaching to guiding and orienting students on their educational journey, primarily academic but also professional and personal. This aligns with Castillo et al. (2023), who state that teachers must learn to communicate effectively with their students in order to plan and adapt their teaching to their realities and needs, with the aim of providing

meaningful learning experiences that develop skills and abilities assertively and according to students' interests.

The dizzying pace of change that characterizes our current society compels us to recognize the crucial and far-reaching role of guidance, giving it a forward-looking character that allows it to participate in the changes and innovations required not only in the present but also in the future. In this century, guidance in the school setting is beginning to reflect on proposed institutional models, comparing them with one another, seeking to unify criteria, and, above all, searching for guidance approaches that respond to the new challenges and situations of today's reality.

The study of the theoretical and methodological background related to learning guidance at the University of Pinar del Río allowed us to understand guidance as a helping process, constituting a starting point for guidance in universities, conceiving guidance services in an integral way (personal, academic, work), specifically from the academic side as a process that is conceived as support from the services and even though the teacher is recognized, it is generally conceived as a support function although it does not dismiss the teaching-learning process as a classroom process, it is not the center itself.

The teaching-learning process is conceived as the interaction between teacher and student, whereby the former guides the latter's learning through appropriate pedagogical and group activities and communication, facilitating the appropriation of socio-historical experience and the student's personal growth in a process of personal and collective construction (Castellanos, 2002). This is understood as the existence of an interrelationship, a mutual influence between them: the teacher influences the student by guiding their learning process, and the student influences the teacher by participating in the conception and planning of this process and by providing feedback on how effectively the teacher is guiding them. A relationship of complementarity and mutual support is established: the student wants to achieve certain goals as a person, and the teacher is committed to helping them achieve these goals, contributing their experience and guiding them toward where they need to go. This makes the student the subject of their own learning and personal growth, which implies a change in their traditional role. They become the center of the process, and their results depend essentially on themselves. Both poles of the pair interpenetrate dialectically. This interaction allows for a continuous transformation of the process, of the teacher, and of the student, so the system is in constant motion and development.

Therefore, guidance is, above all, about enabling students to learn, grow, and solve problems in a developmental way. This means ensuring that each decision and action the student takes stimulates the development of their most positive motivations, feelings, and values, placing them within a life project that is useful to both them and society, where they can find social recognition and personal fulfillment. When, through communication, example, and persuasion, the teacher becomes a point of reference for the student, fostering their independence and their ability to face their problems and decisions, we have a teacher fulfilling their guiding role. This should be done through all their activities as an educator, including both group and individual activities.

Therefore, to teach how to learn, it is necessary for the teacher to mediate the knowledge and skills the student already possesses (in its broadest cultural sense, the universe of knowledge), that is, the prior experiences that serve as the foundation for new knowledge. Hence, in this process, diagnosing the student's actual level from a cognitive, procedural, and attitudinal perspective will be the starting point for the prognosis, which will take into account their "zone of proximal development". For this reason, we share the criteria that emphasize that the diagnosis must become increasingly explanatory, seeking and investigating the causes that originate this current state.

Based on coinciding elements in the study carried out on the guidance process, it is recognized as a process inherent to the function of teachers that, beyond the areas of attention and function of conceiving it, recognizes the need for accompaniment from the role of the teacher, which has an implication for this research since it is about professionals who not only are trained as such but, in turn, exercise the guidance function.

This corresponds to Hernández et al. (2022) when they express that it is necessary to articulate the training process with the professional skills established for this figure, so that its development corresponds to its mode of action, guided by a system of principles that guide this process to the desired ends.

CONCLUSIONS

The teaching-learning process approach proposes a holistic vision that recognizes not only its structural components but also the relationships established between them and between them and the process as a whole. This richer understanding includes key stakeholders, levels, and relationships as integral elements of its structure, distinguishing the student, teacher, and group as subjects.

Guidance is a comprehensive and continuous process that extends beyond academic intervention, encompassing personal and social dimensions and contributing to the student's holistic development throughout their educational and professional journey. In this context, the teacher's role is redefined, transforming into that of a mentor who guides and supports students in their learning process, fostering autonomy and self-regulated learning. This implies that guidance should not be viewed as an isolated moment within the educational process, but rather as an essential component that is present throughout the student's entire academic trajectory.

In this sense, the learning orientation in the Bachelor of Education: Pedagogy-Psychology degree at the University of Pinar del Río is based on a solid conceptual tradition that recognizes orientation as a helping, developmental and preventive process, and the teacher as the ultimate guide, which requires a psychopedagogue capable of guiding from their daily work where guidance is conceived predominantly as an external support service to the classroom becoming a transversal axis of the teaching-learning process.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.

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